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ABSTRACT

Project HOLA at William H. Taft High School (Bronx, New York) assists foreign-born and Puerto Rican-born students to quickly assists foreign- and Puerto Rican-born students to quickly acquire English language skills and an American cultural orientation; to maintain or improve their Spanish language skills and cultural knowledge; and to be mainstreamed as soon as possible. This report evaluates the success of the project during the 1984-85 and 1985-86 school years. Included in the report are a description of the project, the students, and the short-range and long-range objectives; and conclusions and recommendations. Summative examinations were given participants and analysis of those data indicates the following: (1) students met English language achievement objectives in both the fall and spring semesters; (2) native language gains were statisically significant; (3) the program objectives were met in science and social studies, but not in mathematics; (4) the overall passing rate in orientation to life in America courses was lower than the objective; (5) the objectives for the English as a second language study skills and career curricula were achieved; and (6) the attendance rate of program students was significantly higher than that of non-program students. (PS)

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WILLIAM H. TAFT HIGH SCHOOL

PROJECT HOLA

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2149

WILLIAM H. TAFT HIGH SCHOOL

PROJECT HOLA

1985-1986

Principal:
Mr. Jimmie Warren

Director:
Mr. Dana S. Fishkin

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A SUMMARY OF THE REPORT

Project HOLA, in its third and final year of funding, provided instruction in English as a second language (E.S.L.) and Spanish, and bilingual instruction in mathematics, science, and social studies to 355 students of limited English proficiency (LEP) in grades nine through twelve. All the students in the project were recent immigrants from Spanish-speaking countries, the Commonwealth of Puerto Rico, or Haiti. Their English language proficiency, ability in their native language, and overall academic preparation varied.

The project's goal was to improve the students' knowledge of English while simultaneously allowing them to maintain or improve their Spanish language skills. Mainstreaming occurred as soon as students' performance on tests and in class indicated that they could function successfully in the school's mainstream curriculum.

Title VII funds supported administrative and support services staff. In addition, the project received support from tax-levy and Chapter I funds. Support services to project students included career and college counseling, individual counseling, field trips, special programs, and social activities. Staff development activities included monthly department meetings, on-site demonstration lessons, attendance at outside conferences, and college courses. Parental participation was promoted by holding monthly meetings for parents, plus two awards ceremonies to which parents were invited.

Program objectives were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics, science, and social studies (teacher-made tests); orientation to life in America (O.L.A.), student skills, and career curricula (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Students tested with all levels of the CREST in both the fall and spring met the program objective for mastering CREST skills.

--Gains for students tested with La Prueba de Lectura were statistically significant, thus meeting the program objective.

--The overall passing rate for science and social studies courses was 72 percent, thus exceeding the 70 percent passing objective in those areas. The program objective was not achieved in mathematics.

--The overall passing rate in the O.L.A. courses was lower than the 70 percent passing criterion set in the objective.

--The overall passing rates on the E.S.L. study skills curriculum were 57 percent in the fall and 71 percent in the spring. Thus, the objective was achieved in the spring.

--The overall passing rates on the E.S.L. career curriculum were 73 percent in the fall and 79 percent in the spring, thus meeting the proposed objective.

--The attendance rate of program students was significantly higher than that of the general school population, thus meeting the program objective.

The following recommendations are offered for future programs serving similar populations:

--Continuing efforts to increase the level of parental involvement;

--Holding more staff development activities for out-of-license teachers.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into the reports. Arthur Lopatin has edited the report following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera, Gladys Rosa, Marcia Gilbert, and Bruce Roach have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT HOLA

WILLIAM H. TAFT HIGH SCHOOL

Location:	240 East 172 Street Bronx, New York 10457
Year of Operation:	1985-1986, third year of funding
Target Language:	Spanish
Number of Participants:	355 Students
Principal:	Mr. Jimmie Warren
Project Director:	Mr. Dana S. Fishkin

I. INTRODUCTION

Project HOLA, in its third year of funding at William H. Taft High School, served foreign- and Puerto Rican-born students who scored below the twenty-first percentile on the Language Assessment Battery (LAB) test and whose Spanish language skills exceeded their English language skills. The fact that all the students served by the project were eligible for free lunch indicates that they all come from low-income families. Project HOLA's three main goals were the speedy acquisition of English language skills and an American cultural orientation, the maintenance or improvement of Spanish language skills and cultural knowledge, and the most rapid possible mainstreaming.

This report focuses on the progress made by the project since 1984-85, paying particular attention to the policies and programs that were initiated during the year, and examining how well the program met its short- and long-term objectives.

The program was implemented and staffed as proposed. Under the supervision of Taft's assistant principal (A.P.) for foreign languages, the project director and the curriculum coordinator maintained the project's office and records, provided language testing for the entire school, coordinated student placement and course offerings, developed curricula, arranged excursions, planned events, published a newsletter, and provided informal counseling and advice for students.

Staffing remained as it was last year, with three full-time positions funded by Title VII: the director, the resource and curriculum specialist, and an educational assistant. The latter had been the project's secretary and, because the project lacked a full-time secretary, she continued to provide secretarial assistance whenever her schedule permitted.

The project's instructional staff included ten E.S.L. teachers, five native-language (Spanish) teachers, two bilingual mathematics teachers, (including one full-time, licensed teacher), two bilingual social studies teachers, two bilingual science teachers, and four educational assistants. In addition, the school's bilingual guidance counselor supervised a Spanish-speaking family assistant.

II. STUDENT CHARACTERISTICS

William H. Taft, a large, comprehensive high school, is in the northern part of the South Bronx. The surrounding area is heavily populated by poor black and Hispanic families. As noted in last year's report, the area is devastated, but not uniformly so: several apartment buildings in the school's immediate vicinity have been renovated, with a good effect on the neighborhood's appearance, but many boarded-up, abandoned buildings and many dilapidated but occupied ones are within sight of the school.

The area is favored by recent immigrants from the Caribbean and from Central and South America because of its many Spanish-speaking residents and shops, affordable housing, and good access to public transportation.

Taft's enrollment in 1985-86 was 3,016, a slight increase over last year's enrollment of 2,887. The majority (55 percent) were of Hispanic origin, while 40 percent were black, four percent were of Asian/Pacific Island origin, and fewer than one percent were white or American Indian. Forty percent of the school's students were eligible for free lunch. In academic achievement, only 19.8 percent were reading at or above grade level, and only 16.3 percent were at or above grade level in mathematics. Spanish was the home language of most of the school's 1,658 Hispanic students, of whom 535 (32 percent) were classified as being of limited English proficiency (LEP).

The criteria for admission into Project HOLA were non-mainland birth, eligibility for the free-lunch program, a score below the twenty-

first percentile on the LAB, and greater facility in Spanish than in English. All students who enter the project at the elementary level were programmed for three E.S.L. courses per day, including one course in orientation to life in America (O.L.A.). In addition, they took bilingually-taught math, science, and social studies classes, and Spanish language arts courses. The levels at which students were placed in all these courses were determined by interviews, transcripts, and test results.

This year, the project served 355 students in grades nine through twelve -- 114 more than were served last year. This was the result of increased enrollments for all the ethnic groups previously served by HOLA, plus the enrollment of a large group of students from the Dominican Republic. Eighty-four percent of the program students were born in Spanish-speaking Caribbean countries. Table 1 presents the program students by country of birth.

Many of the program's students were recent arrivals to New York City, many others were part of the regular flow of students to Taft from its feeder junior high schools. (The project director and the curriculum coordinator visited these feeder schools in the spring to give tests and inform incoming students about HOLA.) Ninety-three percent of the program's population had no or very little experience in U.S. schools. Three hundred twenty-one students (92 percent) were new to the program. Most of these new students (232) were in the ninth and tenth grades.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	164	47
Dominican Republic	132	38
Ecuador	20	6
Haiti	4	1
Cuba	1	less than 1
Other Central and South America	31	9
TOTAL	352*	100

*Data were missing for three students.

- Almost half of the program students (47 percent) were born in Puerto Rico.
- Thirty-eight percent of the students were born in the Dominican Republic.

Fifty-four percent of the students in the program were overage for their grade placement (see Table 2). At the same time, project students were reportedly less likely than their U.S.-born counterparts to drop out and had better attendance rates and fewer behavioral problems. In all the classes that were observed by a member of the evaluation team, Project HOLA students paid attention, participated actively, and respected their teacher's authority. This good behavior is probably the result of their teachers' skills, the project's good curriculum, and the students' positive attitudes toward school.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2	0	0	0	2
14	9	0	0	0	9
15	29	20	5	0	54
16	42	39	15	0	96
17	32	34	24	8	98
18	8	16	19	9	52
19	1	8	11	7	27
20	0	2	6	3	11
21	0	0	0	1	1
TOTAL	123	119	80	28	350*
Overage Students					
Number	83	60	36	11	190
Percent	67	50	45	39	54

Note. Shaded boxes indicate expected age range for grade.

*Data were missing for five students.

- Fifty-four percent of the students are overage for their grade placement.
- The highest percentage of overage students is in the ninth grade.

III. PROGRAM DESCRIPTION

Because Project HOLA's main curricular and programmatic features have been described in the previous two evaluation reports and there were no major changes in these areas, this section focuses on the project's consolidation during its final year.

The program's staff continued last year's efforts to enhance students' academic performance through extracurricular programs and policies, as well as through the regular curriculum.

The Bilingual Association of Student Educators (BASE) program was expanded. Whereas only 16 students had participated last year, approximately 35 students were members this year. BASE members acted as aides in official classes, helping teachers with "housekeeping" duties and tutoring students who needed it. This year, new criteria for membership in BASE were introduced: participants had to pass all their courses and not have any disciplinary problems. Although these qualifications seem minimal, they underscored the importance of academic achievement and appropriate behavior.

Previous efforts to expose program participants to American life were continued this year through an increased number of field trips. These included trips to Staten Island, the Brooklyn Museum, the Christmas program at Radio City Music Hall, the Museum of the American Indian, the Museum of Natural History, the IBM facilities in White Plains, N.Y., the New York City Job and Careers Center, the Pinegrove Ranch in Kerhonkson,

N.Y., and the State College of New York Campus at New Paltz. Project HOLA students also took a bus tour of Manhattan. This array of trips, far in excess of what could have been undertaken without Title VII support, is an indication of the dedication and hard work of the project's staff and of several parents who participated in planning and supervising these trips.

The program continued to sponsor contests for perfect attendance and honor roll achievement (which required an average of 85 percent or more). In addition, three students wrote poems that were published in Horizonte Bilingue, and the poetry of one these students was chosen to represent Taft High School at ceremonies associated with the 1986 Statue of Liberty centennial celebration.

The greatest problem faced by the project this year was the large increase (48 percent) in participants. This increase had its greatest effect on the provision of appropriate classes. In the spring of 1986, 12 Project HOLA teachers were teaching classes for which they did not hold a license. Although most of these teachers were licensed and experienced, they were not licensed in the subjects they were teaching.

It is important to point out that six of these 12 teachers were assigned to science or math classes, fields in which licensed bilingual teachers are in particularly short supply. Because this is a nationwide problem, there was no immediate solution except for the program staff and the appropriate assistant principals to provide in-service training to these new teachers.

IV. SHORT-RANGE OBJECTIVES

This section is based on data taken from documents that were made available during a visit by the evaluation team, interviews, classroom observations, and an analysis of student achievement data. Findings are presented by the objectives that were stated in the project proposal and approved by the Office of Bilingual Education and Minority Languages Affairs of the United States Department of Education.

Objective 1: Level 1 and 2 students will master an average of one objective per 20 days of treatment as measured by the Criterion Referenced English Syntax Test; Level 3 students will master an average of 0.8 objectives per 20 days of treatment.

All program students took two periods a day of E.S.L. classes. On the basis of students' records (where available) and program-administered tests and interviews, students were placed in one of five levels of E.S.L. classes. In addition, first-year students were required to take orientation to life in America (O.L.A.), a program-developed course that was taught in English using E.S.L. techniques. All these classes were offered in both the fall and spring semesters.

A member of the evaluation team observed an advanced level and an intermediate level E.S.L. class, and an O.L.A. class. In accordance with instructional policy at Taft, the teachers of all three classes began by writing the day's objectives on the board and then listed an activity to be undertaken immediately by the students.

In the O.L.A. class, which was for especially slow students, English was the primary language of instruction, but some Spanish was also

used by both teacher and students, especially the latter. The students worked on English language exercises that had been written on the board and answered the teacher's verbal questions. Although they generally were well behaved, their low level of English proficiency made for slow progress.

The more proficient students in the advanced E.S.L. class were writing a business letter. After the assignment was completed, the teacher asked questions about it using English exclusively. The students were enthusiastic and active participants.

In the intermediate E.S.L. class, the students reviewed a story they had read and worked on building their vocabulary. The teacher spent a considerable amount of time walking through the classroom in order to review the lesson for individual students and provide individual assistance where needed. Once more, only English was used and the students were attentive and well behaved.

Student Achievement in E.S.L.

The assessment instrument that was used to evaluate achievement in this area was the Criterion Referenced English Syntax Test (CREST),* administered at the beginning and the end of each semester. A mastery

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are: Level 1 -- pretest (.91)/posttest (.96); Level 2 -- pretest (.94)/posttest (.95); Level 3 -- pretest (.91)/posttest (.91).

score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 3 presents the test results for students who were pretested and posttested with the same level each semester. Of the students who were reported to be taking E.S.L. classes (levels 1 through 5), complete data (levels, pretest score, and posttest score) were available for 79 percent in the fall and 69 percent in the spring.

The program objectives were met both semesters. In the fall, the average achievement rate at Levels 1 and 2 was 2.2 CREST objectives per month. Students at Level 3 acquired 1.1 CREST objectives per month. In the spring, students at Levels 1 and 2 achieved an average of 1.7 CREST objectives per month, while Level 3 students acquired 0.8 CREST objective per month of instruction.

TABLE 3

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
				FALL				
1	83	6.6	3.8	11.9	5.4	5.3	3.7	2.4
2	104	10.1	5.6	15.1	5.7	5.0	3.2	2.1
3	60	8.6	3.1	11.3	2.7	2.7	1.9	1.1
TOTAL	247	8.5	4.7	13.1	5.3	4.6	3.3	2.0
				SPRING				
1	28	6.9	4.4	11.4	4.8	4.5	2.4	1.7
2	120	9.7	6.3	14.4	5.9	4.7	3.0	1.8
3	66	9.6	3.1	11.8	2.5	2.3	1.8	0.8
TOTAL	214	9.3	5.3	13.2	5.1	3.9	2.8	1.5

- The program objective for students tested at CREST Levels 1 and 2 was surpassed both semesters.
- Students tested at CREST Level 3 also achieved the proposed objective by mastering at least 0.8 objectives per month.

Objective 2: To significantly improve the awareness of American culture for 70 percent of the target students as measured by a grade of 65 percent on teacher-prepared final examinations for the O.L.A. (orientation to life in America) curriculum.

The O.L.A. curriculum was reviewed extensively in the first-year evaluation report and is not reexamined here. It should be noted that the O.L.A curriculum was coordinated with important holidays and with the program newsletter and other events.

Student Performance in O.L.A. Courses

Of the 78 students reported in fall O.L.A. classes, 65.4 percent received a passing grade. In the spring, of the 64 students taking these courses, 57.8 percent received a passing grade. Thus, the objective was not met either semester.

Objective 3: To significantly improve the study skills and problem-solving abilities of 70 percent of the target students as measured by a passing grade of 65 percent on teacher-made final examinations for the study skills curriculum for third-semester E.S.L. students.

An example of this effort was seen in one of the skills classes. The aim was to identify and remember important aspects of a passage that had been read in class. The teacher explained how to identify critical points and then called on students to do so. In the process, aspects of story structure and paragraph organization were also stressed.

Performance of Third-Semester E.S.L. Students on the Study Skills Curriculum

Of the 74 students reported as third-semester E.S.L. students, 57 percent received a passing grade on the study skills curriculum in the fall. Of the 78 students enrolled in the spring, 70.5 percent received a passing grade. The program objective was achieved in the spring semester only.

Objective 4: To significantly improve the career awareness and decision-making process of 70 percent of the target students as measured by a passing grade of 65 percent on teacher-made final examinations for the career curriculum of fourth-semester E.S.L. students.

To assess progress on this objective, a review of the career-related component of an E.S.L. class was undertaken. It was evident that efforts were made to inform students about sources of college and occupational information and to clarify their vocational interests. The materials used for these purposes came from several sources and appeared to be relevant, appropriate in level, and integrated with the wider linguistic, problem-solving, and decision-making objectives of the class.

Performance of Fourth-Semester E.S.L. Students on the Career Curriculum

Of the 85 students enrolled in fourth semester E.S.L. courses, 72.9 percent received passing grades. Of the 90 students enrolled in the spring, 78.9 percent passed. The overall passing rate was 76 percent, meeting the program objective in both semesters.

Objective 5: To significantly improve the achievement in Spanish language and reading skills of the target students as measured by pretest and posttest administration of La Prueba de Lectura, Pruebas Cooperativas Interamericanas.

In coordination with the foreign language department, the program offered five levels of Spanish: three classes at the first beginning level, two classes at the second beginning level, three classes at the first intermediate level, one class at the second intermediate level, and two advanced classes. These classes included only Title VII students, who already had oral Spanish skills; non-program students, who were less skilled in Spanish, took other sections of these courses. Although a

majority of Project HOLA students were enrolled in beginning- and intermediate-level courses, during the fall semester 53 were in the advanced classes and 30 were in the second intermediate-level course.

The program director said it was difficult to find appropriate materials for these classes, especially the more advanced ones, because most textbooks and other instructional materials were designed for non-native Spanish speakers. To solve this problem, Project HOLA staff members worked to develop and locate the type of materials that were required, including tests published in Spanish.

Student Achievement in Native Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was La Prueba de Lectura,* Level 3, Forms C and D, administered in the fall and spring. Because the publishers recommend local norms, and programs do out-of-level testing, the analysis was based on raw score gains, rather than on standard score gains. Complete data on both tests were available for 228 (64 percent) Spanish-speaking program students (see Table 4).

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*The Inter-American Series, La Prueba de Lectura is part of the Inter-american Series of Tests published by the Guidance Testing Associates. The purpose of this series is to measure reading achievement in Spanish for Spanish-speaking students from the western hemisphere. The norms for the test were based on a sample of students from Puerto Rico. However, as these norms may not be appropriate for students studying in other countries, the publishers recommend that local norms be developed for the test. As of this date, local norms are not available. The test has alternate form reliability coefficients ranging from .87 to .90, and validity studies indicate that the test has correlations greater than .80 with other standardized tests of reading, and correlations of about .50 with teacher grades, thus indicating construct validity.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. The table also includes the proportion of students making gains.

Examination of Table 4 reveals that students made significant gains in Spanish language achievement (p=2.05), thus meeting the program objective. Of all students tested, 60 percent made actual gains.

TABLE 4

Results of La Prueba de Lectura, Level 3

Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.	Proportion Making Gains
228	71.5	16.4	74.0	14.1	2.5*	10.1	60

*Statistically significant at the .05 level.

Objective 6: To significantly improve the achievement in content areas of instruction (mathematics, social studies, science) in at least 70 percent of the target students as measured by a passing grade of 65 percent on school-wide examinations and, where appropriate, citywide, or regents tests translated into Spanish.

In cooperation with the relevant departments, Title VII students were offered three levels of mathematics fundamentals: the first two levels used 10 percent and 30 percent English, respectively; and the third level used about 20 percent English. Regents Competency Test practice courses, in which 25 percent English was used, were also offered. Finally, integrated math (introduction to algebra and geometry) was offered; Spanish was used about 90 percent of the time in this course.

There were 76 students in the fundamental math 1 classes, 54 in the fundamental math 2 classes, 34 in the fundamental math 3 class, 128 in the Regents competency practice classes, and 23 in the integrated math class. The project's mathematics teaching staff consisted of: one full-time experienced bilingual math teacher from Puerto Rico, and three other teachers, two of whom were licensed in math (but not in bilingual math), and one of whom was a temporary per diem teacher. According to one of the math teachers, the content of the math courses followed that used in mainstream classes.

The other content-area courses that were offered during the fall semester included American history (46 students), global history (210 students), general science (29 students), and biology (56 students). Spanish was used about 75 percent of the time in the history and psychology classes, and English only was used in the science and biology courses. All science and social studies courses followed the New York State curriculum.

In the spring, American history (29 students), global history (82 students), economics (25 students), general science (50 students), and biology (52 students) were offered. English was used about 25 percent of the time in the economics classes and 50 percent of the time in the biology class. Language use for the other courses was the same as described for the fall offerings.

Student Achievement in Mathematics, Science, and Social Studies

Table 6 presents the passing rates for program students in content-area courses in the fall and spring. Overall, the program objective of

a 70 percent passing rate was achieved in science and social studies. Students achieved an overall passing rate of 73.8 percent in science courses, and 69.5 percent passing in social studies courses. Although the passing rate in social studies was slightly below the criterion set in the objective, a z-test for the difference between proportions (z=.17) indicated that this difference was not significant. The objective was not met in mathematics.

TABLE 5

Passing Rates in Content-Area Subjects

	Fall		Spring		
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Mathematics	230	61.7	212	63.7	62.7
Science	85	83.5	102	65.7	73.8
Social Studies	277	67.9	248	71.4	69.5
TOTAL		67.7		67.5	67.6

- Overall, the proposed objective of a 70 percent passing rate was met in science and social studies courses.
- The objective was not met in mathematics either semester.
- Few students took science.

Objective 7: Program students' attendance rate will surpass the schoolwide attendance rate.

Statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance rate for program students was 85.6 percent, approximately 15 percentage points above the schoolwide attendance rate (70.8 percent). The z-test results (z=6.11) indicated that the difference in attendance rates is statistically significant.

Objective 8: At least 20 percent of the parents of participating students will have shown interest in the project by having attended meetings and/or responded to correspondence, questionnaires, or conferences with school personnel.

The achievement of this modest goal is doubtful. One indirect measure of the degree to which it was met was provided last year when Project HOLA staff members discussed their efforts to correspond with the parents of students who had failed two or more courses in the first spring grading period. A member of the evaluation team was informed that although about half the program's students were in this category, only 20 parents responded to a letter requesting them to contact the Project HOLA office to discuss their child's performance. The information

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*Bruning, J.L. and Kintz, B.L.: Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

that was provided this year was similar: the project's communication with parents early in the school year included a letter entitled "Six Steps for Success in School." Additional letters, the program's newsletter, (Horizonte Bilingue), and parent meetings, continued to stress the need for parents to carefully follow their children's academic progress. Despite efforts by project staff members to schedule meetings and provide services and access to parents, relatively few of them participated.

Objective 9: At least 20 percent of the parents of participating students will have participated in workshops and/or classes in English and techniques of study skills.

The program director stated that no English classes had been offered to parents during the previous two years. However, the program staff held monthly meetings for parents. In addition, two awards presentations were organized and presided over by the Project HOLA staff.

Objective 10: At least 50 percent of the bilingual teachers and staff will participate in training by taking college courses.

According to the project director, 30 teachers and staff members were involved in the program this year. Nine took college courses for credit during the fall semester, a total of nine courses for 34 credits. No data were provided for the spring semester.

It should be noted that the staff education provision of Title VII helped make it possible for one educational assistant to prepare for a teaching career. A Hispanic who lived near the school, he had completed his baccalaureate and began teaching as a temporary per diem in the spring of 1985. Needless to say, he provided an excellent role model for Project HOLA students.

Objective 11: At least 75 percent of bilingual teachers and staff will participate in training by means of workshops and/or in-service training sessions.

Regular monthly foreign language department meetings led by the departmental A.P. were attended by Title VII staff members and by E.S.L. and native language arts teachers. The program director held monthly meetings for all Project HOLA staff members. In addition, there were semisemesterly workshops for staff and teachers of bilingual social studies, mathematics, and science, and a workshop for foreign language teachers was held once each semester.

Program staff members participated in a variety of out-of-school activities as well, including several technical assistance workshops sponsored by the Office of Bilingual Education of the New York City Board of Education and the State Education Department, and conferences entitled Careers in Bilingual Education, Hispanic Influences in the United States, and Perspectives on Bilingualism.

From data provided by the program director, it appears that virtually all teachers and staff members attended one or more of these in-school and out-of-school activities -- a proportion larger than that specified in the objective.

V. LONG-RANGE OBJECTIVES

Several of the program's long-range objectives cannot be fully assessed because of the lack of a program-based student information system. The population of students served by Title VII programs in New York City, and presumably in other large cities as well, is a highly mobile one. Students often do not spend their entire secondary school career in one school; instead, they may move frequently from school to school. Therefore, in order to determine the services they have received, the courses they have taken, their length of participation in a program, and their academic progress, it is necessary to keep accurate information on a student-by-student basis. Without these data, as will be noted below, the assessment of a number of the project's objectives is tenuous at best.

Objective: Curriculum and Resource Development for Study Skills and Career Development

As noted in last year's evaluation report, this objective was met. Observations this year confirmed and reinforced that judgement.

Objective: Development of American History and Culture Program

The Orientation to Life in America (O.L.A.) course, which used E.S.L. techniques to teach American culture and history, was taken by all entering Project HOLA students. This course, together with program-sponsored events, modules of the American history course, and field trips provided program students "with the opportunity to become knowl-

edgeable and appreciative of their new country's heritage." Whether students' self-confidence was improved by these experiences was not known.

Objective: Career Awareness

Through a variety of mechanisms, including modules in E.S.L. and other classes, field trips, and assemblies, students were given information on occupations and careers, especially those in which well-prepared bilingual individuals are needed.

Objective: College and Job Placement of Program Graduates

Graduation lists from 1984 and 1985 were examined and led to encouraging conclusions. Of Taft's 1984 graduating class of 195 (for whom class rank and scholastic average were provided), the mean scholastic average of Project HOLA's 26 graduates was 77.19, which corresponded to a rank of 64 in the entire class. Moreover, 13 of the 26 Project HOLA students ranked in the top quarter of the class. For the 1985 class, the data were similar. The mean scholastic average of Project HOLA's 31 ranked graduates was 78.4, which corresponded to a rank of 60 in a class of 197. Fourteen program graduates (45 percent) ranked in the top quarter.

According to the program staff, many project graduates continued their studies at SUNY Old Westbury and New Paltz, various CUNY campuses, and at private colleges and universities in the area. Thus, although specific data on the post-high school destination of individual students were unavailable, many graduating Project HOLA program participants were among Taft's highest ranking graduates. By the standards in New York City's non-specialized high schools, Project HOLA students did very well.

Objective: Parental Involvement and Information

As was noted in previous reports, parents of project students did not, by and large, involve themselves in school-initated activities. Their lack of involvement undoubtedly is explained by cultural attitudes, work and family obligations, and transportation problems. The program staff tried a number of measures to encourage and facilitate parental involvement, but these met with only slight success. If these parents are to become more deeply involved in their children's schooling, the services of a family assistant may be required.

Objective: Staff Training

As documented in this and in previous reports, this objective was met.

VI. CONCLUSIONS AND RECOMMENDATIONS

In large part because of the excellent quality of its administrative and teaching staff, Project HOLA was implemented as proposed. It was strongly supported by Taft High School's principal and the A.P. who supervised the project; in enjoyed a good reputation among other members of the faculty; it provided important testing and advisory services to the school; and it met many of the short- and long-range objectives that were set forth in the proposal. Analysis of the available data demonstrates that the project was highly successful in promoting student achievement in English, native language, content areas, and elective courses, and in maintaining student attendance. In short, Project HOLA did a good job of meeting the educational needs of one of the most disadvantaged student populations in the country.

On the basis of observations, interviews, and a review of documents made available for this evaluation, the following recommendations and suggestions are offered for future programs serving similar populations:

-- Although increasing parental involvement may be among the most difficult goals for such programs, efforts in this area need to continue.

-- As this report shows, the number of out-of-license and T.P.D. teachers increased as the number of students grew, and the project lack of a licensed bilingual science teacher prevented science labs from being offered. Therefore, staff development resources will need to be directed toward training these out-of-license and T.P.D. teachers.